Name: Rachel Fischhoff Grade: 5 Date: Monday April 23, 2012

Topic Sentences

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| Lesson Sources: Portland Informational Article Unit |
| Lesson Objectives: Students will craft topic sentences by organizing their thinking into 5 sections, then creating a topic sentence for each. |
| Standards: |
| Multicultural Content: |
| Materials and Advanced Preparation: anchor chart from topic sentences//quick draft day |
| Prior Knowledge and Skills Needed: research on topic or expert topic brainstorms |
| Key/New Vocabulary: topic sentence |

Lesson Procedure: Part One

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| **Time** | **Teacher Actions** | **Student Learning Activities** | **Form of Assessment** |
| 1 min | **1. Connection**   * Writers, you have been doing so much nonfiction reading and informational essay writing. Before the break, we talked about how to turn the big idea of a paragraph into a topic sentence. Today we are going to continue thinking about topic sentences by learning one way to organize our topic sentence thinking before we start writing. | Explain purpose of mini-lesson | Active listening |
| 10 min max | **2. The Teaching (The Giving of Information):**   * Let’s take a look at a great essay we’ve seen before about the amazing octopus. * Today I want to show you one way writers, like the writer of this essay, organize their thinking. * First, create your five boxes, then name the big idea in each one, last, turn each idea into a topic sentence. * For example, * 1. Intro * 2. Unique body “The octopus has a body unlike any * other animal.” * 3. Interesting inside “The octopus’s body is amazing on the * inside, too.” * 4. Defenses “The amazing octopus has many ways to defend itself from predators.” * Conclusion | * Active listening | * Active listening |
|  | **3. Have-A-Go (optional)**   * Now it’s your turn—think about your own writing. Create 5 boxes and fill them with three big ideas. * Then, try turning one into a topic sentence * T&T/Share | How will students be actively involved?  By:   * Practicing the minilesson | * Listen to T&Ts * Share out |
|  | **4. The Link**   * Today you will be working on crafting strong topic sentences before crafting an entire paragraph that supports the topic sentence-idea. | **(Workshop Time)**   * Following the graphic to organize |  |
|  | **5. Closing (at the share)**   * Share exemplars. | * What new understandings do we have? * How can we record this info on the chart, or elsewhere? | * What’s up next? Guess my rule! * Internatlizing the categorization—using side pairs and angles. |

**Reflections:**

How did the lesson plan work? What was effective? What did you learn? What would you change for tomorrow or the next time you will use this plan?